

INSPECTION REPORT

LAINDON PARK PRIMARY SCHOOL

Basildon

LEA area: Essex

Unique reference number: 114802

Headteacher: Christine Garland

Reporting inspector: John M Young
25386

Dates of inspection: 15 – 17 October 2001

Inspection number: 230176

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior with Nursery Class

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Church Hill
Laindon
Basildon
Essex

Postcode: SS15 5SE

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Appropriate authority: The governing body

Name of chair of governors: Mr John Smith

Date of previous inspection: 2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25386	John Young	Registered inspector	Science Information and communication technology Art Music Equal opportunities English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well does the school work in partnership with parents? How well is the school led and managed? What should the school do to improve further?
13481	Douglas Binfield	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
3687	Godfrey Bancroft	Team inspector	Mathematics Design and technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
21992	Jean Newing	Team inspector	English Geography History Religious education Foundation stage	How high are standards? b) Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Laindon Park Primary School is a community school situated in the Lee Chapel ward of South West Essex. It was last inspected in March 1998. The school has a growing reputation for catering for the needs of pupils who have special educational needs. It is below average in size for the type of school, with 119 full-time pupils on roll in the main school. These pupils are taught in four classes. A further 28 part-time pupils are on roll in the nursery class, and attend either the morning or afternoon sessions. Not all children transfer from the nursery to the school's reception class. Children's attainment on entry to the reception class is below that expected nationally. The number of pupils eligible for free school meals is 29.4 per cent. This is above the national average. No pupils have statements of special educational need and 5.9 per cent of pupils on roll are on the school's special educational needs register. There are two children from minority ethnic groups and very few pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Laindon Park Primary is a good school. Effective leadership from the headteacher and her deputy has helped to create a positive learning environment where the achievements of all pupils are recognised and praised. The quality of teaching in the nursery and in Years 2, 5 and 6 is a strength of the school. This is responsible for the good improvement in pupils' standards of attainment from when they enter the school at the age of four to when they leave to attend secondary school at eleven. The school's expenditure per pupil is high but this is not uncommon in schools of this size. It is a school which provides good value for money.

What the school does well

- Standards achieved in mathematics and science by the present Year 6 pupils measured against their starting point in these subjects when they entered the school.
- Good quality of teaching in the nursery and in Years 2, 5 and 6.
- The headteacher and her deputy provide good leadership and clear educational direction for the school.
- Good attitudes to learning and good behaviour both in and out of lessons.
- Good provision for pupils' personal development.
- Standards achieved by all pupils in art and physical education.

What could be improved

- Raise standards in Years R and 1 by improving the quality of teaching.
- Improve pupils' attendance.
- Redress the issue of the excessive budget under-spend.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in March 1998. The quality of teaching in classes with seven to eleven-year-olds is now good. Curriculum planning has improved so that repetition or omissions to pupils' learning has been avoided. The monitoring of teaching and learning has been introduced to evaluate the effectiveness of practice across the school but, as yet, not all subject leaders are involved in this process. The procedures for monitoring pupils' attainment and progress are now good and the school makes satisfactory use of assessments to guide curricular planning. The provision for improving pupils' cultural and multi-cultural development has improved and the school now complies with all statutory requirements. Pupils' attendance is poor and has fallen since the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E*	C	E	C
Mathematics	E*	E	A	A*
Science	E*	B	A	A*

Key	
Well above average	A
Average above average	B
Average	C
Below average	D
Well below average	E

National Curriculum test results in 2001 show that, by the end of Year 6, pupils attained well below average standards in English and well above average in mathematics and science. A different picture emerges when compared with similar schools, as standards are seen to be average in English and very high in mathematics and science. The three E* results in 1999 placed the school in the lowest 5 per cent of schools nationally whereas the two A* results in mathematics and science in 2001 relate to the top five per cent of all schools. Care needs to be taken when interpreting these figures as they relate to a small number of pupils, 25 per cent of whom had special educational needs relating to language and literacy skills. This had a negative impact on the English test results. The improvement in standards in English, mathematics and science from 1996 to 2001 was above the national trend. The school sets challenging targets for pupils in Year 6 and these are helping to raise pupils' attainment in English and mathematics. Standards of work of pupils in Year 6 seen during the inspection are close to those found nationally in English and above the national average in mathematics and science. Although standards are low in Reception and Year 1, pupils make good progress in their learning in Year 2 and achieve results in national tests that are in line with the national average in English and mathematics. Inspection findings concur with these results. Standards in information and communication technology, design and technology, music, history, geography and religious education are in line with national expectations. Those in physical education and art and design are above national expectations. Pupils with special educational needs achieve appropriately for their abilities. The school has received an award from the government for improvement in standards over recent years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. Most pupils, including those with special educational needs, show interest and have a positive attitude to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in most lessons, around the school and in the playground is good.
Personal development and relationships	Pupils' personal development and relationships within the school are good.
Attendance	Attendance is poor and has fallen in each year since the last inspection.

Pupils respond to good teaching by working hard and concentrating well and trying to achieve a high standard. Although behaviour is generally good, where it is not this directly relates to the quality of teaching when the pace of lessons is slow and the work is not matched sufficiently well to pupils' prior learning. Most teachers have established trusting productive relationships with their pupils thereby

creating a good learning environment. Despite the extensive efforts made to improve attendance, the school has been unsuccessful in achieving the improvements needed

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is mostly good although the range of teaching varies from unsatisfactory to excellent. Most unsatisfactory teaching was found in Years R and 1. This is a weakness the school must address. Excellent and very good teaching is characterised by very good relationships between teacher and pupils. These teachers have high expectations of their pupils and plan interesting lessons with clear learning objectives. Pupils work hard, concentrate well and enjoy their learning. Unsatisfactory teaching occurs when the pace of lessons is slow and work is not well matched to the pupils' abilities. Pupils' interest and attention are not captured and the lessons lack clear structure. The skills of literacy and numeracy are taught well. The teaching of English and mathematics is mainly good. Teachers place an appropriate emphasis on teaching letter sounds in literacy sessions and pupils are encouraged to develop their own strategies for solving mental arithmetic problems in the numeracy hour. Pupils with special educational needs and higher attaining pupils are included effectively in all areas of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are satisfactory.
Provision for pupils with special educational needs	Provision made for pupils with special educational needs is satisfactory. Care is taken by teachers and their assistants to ensure these pupils are included appropriately in all aspects of school life and play the fullest possible part in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision made for pupils' personal development is good. The provision made for pupils' moral and social development is good. That made for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The provision for pupils' welfare, health and safety is good. Arrangements to assess pupils' attainment and progress are good. Satisfactory use is made of the information gained from the assessment of pupils' attainment and progress to decide what will be taught next and to guide changes in provision.

The school has worked hard to form a good partnership with its parents. There is equality of opportunity for all pupils in all aspects of the curriculum. The provision for pupils' welfare, health and safety is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her deputy lead and manage the school well. They have worked very hard to improve relationships and attitudes within the whole school community and provide clear educational direction for the school.

How well the governors fulfil their responsibilities	The governors meet their statutory responsibilities. They support the headteacher well and are very involved in school development planning.
The school's evaluation of its performance	The headteacher, deputy headteacher, senior staff and governors have a clear understanding of the school's strengths and weaknesses. They have identified areas for further development and improvement.
The strategic use of resources	The financing of some educational priorities has been delayed as a result of the school's accumulation of a large budget under-spend.

The school has sufficient teaching and support staff although the high number of pupils in the Years 3 and 4 class makes the teaching some aspects of the curriculum more difficult. The school makes sound use of its accommodation including satisfactory use of a poor school hall. Better use is being made of space in the main building. Except for a lack of up-to-date computer equipment, the school has adequate learning resources. The use of best value principles is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like the school and make good progress. • Behaviour is good. • The quality of teaching. • The good relationship with parents. • The effective leadership and friendly approach of the headteacher. • The significant improvements made since the last inspection. 	<ul style="list-style-type: none"> • Information about the curriculum and on pupils' progress. • Homework arrangements. • Activities outside lessons.

Parents' favourable views far outweigh the few concerns. Inspectors broadly agree with parents' positive views. While there is much impressive teaching, there are also some weaknesses that impair the progress of some of the younger children. Notable improvements have been made since the last inspection, although attendance levels have fallen. Good quality information is provided about pupils' progress but it would be helpful for parents to be advised about the main areas to be studied in the forthcoming term. Homework arrangements make a helpful contribution to learning. The provision of activities outside lessons, including a variety of school clubs, is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school for the vast majority of pupils is below the national average. With the exception of English in 2001, where 25 per cent of pupils had special educational needs relating directly to language and literacy skills, standards have been improving in recent years. Since the last inspection a great deal of work has been undertaken by the headteacher and senior management team to improve pupils' attitudes to work and this has undoubtedly had a very positive impact on standards. Much work has been undertaken in the school to implement and review the National Numeracy and Literacy Strategies successfully and this, again, is helping to raise standards. In recognition of its improvement in standards, the school has received an award from the Department for Education and Skills.
2. When pupils leave to attend their secondary schools, they now achieve higher standards in English, mathematics, science, art, physical education, design and technology and geography than they did at the time of the last inspection.
3. The school set challenging targets for Year 6 pupils in English and mathematics for 2001. The English targets for pupils reaching the expected level 4 were exceeded but those for mathematics fell short by four percentage points. This was more than compensated for by the fifty per cent of pupils who achieved the higher level 5. The school makes good provision for higher attaining pupils and this is reflected in the number of pupils achieving higher than the national expectation for eleven-year-olds in science and mathematics tests. There is little difference in attainment between girls, boys and the few pupils who have English as an additional language. The unsatisfactory quality of teaching in Years R and 1 has a negative impact on the standards achieved by pupils in these year groups.
4. Standards in English for seven-year-olds improve from when they begin school and are in line with the national average. Pupils continue to achieve well and leave the school with standards in English that are in line with the national average for similar schools.
5. Pupils progress well in the development of their speaking and listening skills. From a satisfactory level achieved at the age of seven, they listen attentively, volunteer ideas and opinions and take part in discussions by the time they are in Year 6. The varied opportunities pupils have to develop reading skills enable them to achieve standards which are in line with the national average by the time they leave the school. Younger pupils read regularly to an adult as well as reading in small groups and on their own. Pupils in Year 6 read to themselves and keep a record of whether the book was interesting, boring, or to be recommended. Pupils in Year 2 achieve well, as their teacher models the writing of individual words, which gives them the confidence to write independently. Regular testing help pupils achieve the expected levels of spelling by the time they are in Year 6. This improves the quality of their writing as it is not hampered by spelling mistakes.
6. In mathematics, pupils make good progress from Years 2 to 6 and, from a low level on entry to school, achieve standards which are well above the national average by the time they are in Year 6.
7. The knowledge of shape and space of pupils in Year 1 is developing appropriately and they draw circles, squares, triangles and rectangles to create repeating patterns. However, the progress of higher attaining pupils is restricted as they are not given the freedom to select the shapes they use or to decide on variations for their patterns. Pupils in Year 2 make good progress in their understanding of two-dimensional shapes as they count the edges and corners on such shapes as triangles, hexagons, and pentagons and the teacher introduces the term 'vertices'. Pupils make rapid progress in mathematics in Years 5 and 6. Most pupils in this age group can perform a wide range of mental arithmetic strategies quickly and confidently. Standards in science are well above the national average for eleven-year-olds. The relatively new co-ordinator for science has improved standards markedly in recent years by assessing weaknesses in the teaching and learning in the subject and addressing the issues such as

pupils' analytical and critical thinking during science lessons. An appropriate emphasis on investigative and experimental science helps pupils progress well with their understanding of scientific concepts and knowledge.

8. In all other subjects, pupils achieve standards in line with national expectations with the exception of physical education and art and design where standards are above the national expectation. The quality of teaching in these subjects impacts greatly on the standards pupils achieve. In physical education lessons teachers provide many very good opportunities for pupils to evaluate their performance and in art and design, the use of good demonstration by the teachers enables pupils to improve their clay modelling skills.
9. Pupils who have special educational needs make satisfactory progress and achieve appropriately for their abilities. Their individual education plans provide sufficient challenge and the pupils are supported well in lessons by the teaching assistants.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good. This is a significant improvement since the last inspection, when attitudes were judged as satisfactory but with a significant proportion of pupils in Years 3 to 6 who disrupted learning. No pupils have been excluded from the school in recent years.
11. The nursery is a strength of the school. There is a very caring atmosphere and these youngest children are provided with exciting learning opportunities. They are very well managed and are forging good relationships with the adults and amongst each other.
12. Most pupils, including those with special educational needs, show interest and have a positive attitude to their work. Younger pupils are keen to answer questions; older pupils engage well in class discussions; for example, Years 5 and 6 pupils discussed the effect of divorce and broken relationships within families during a personal, social and health lesson. Pupils respond to good teaching by working hard, concentrating well and trying to achieve a high standard. They are well aware of their personal learning targets and strive to reach them.
13. Behaviour in lessons is usually good. Where it is not, it directly relates to the quality of teaching, for example, when the pace is slow or the task is not matched well enough to pupils' prior learning. Behaviour in assemblies is satisfactory, but it is not sufficiently secure to allow one teacher to lead the assembly and to be responsible for the discipline. Behaviour around the school and in the playground is good. Pupils are polite and courteous to visitors and to each other as they move around the school. They co-operate well in the playground and play a variety of games in friendship groups. No fighting or bullying was observed.
14. Relationships within the community are good. Most teachers have established trusting, productive relationships with their pupils, thereby creating a good learning environment. Older pupils develop good relationships with younger pupils by acting as monitors in the dining room.
15. Pupils respond well to the opportunities they are given for personal development. They fill in homework diaries carefully and complete reading records accurately. A group of Year 6 pupils organise a lunchtime club (Alsorts) for pupils between the ages of four and eight. About a dozen pupils enjoy a range of activities in art, craft, drama and story reading. The School Council has two representatives from each class, elected by the pupils. At the first meeting of the term they decided the frequency, time, and place for each meeting. They elected the chairperson, vice-chair and a secretary and were well aware of democratic procedures. The session made a good contribution to personal development.
16. Attendance is poor and has fallen in each year since the last inspection. In 2000-01, overall attendance was 90.7 per cent, which is well below the recent national average for primary schools (94.4 per cent in 1999-2000). Unauthorised absence in 2000-01 was at the exceptionally high level of 3.8 per cent. This compares to 0.9 per cent in the previous year and is far in excess of the usual national average of about 0.5 per cent. Nearly half this unauthorised absence related to two children from a family against which court proceedings were undertaken to address the problem. The poor attendance records of a small number of other pupils give rise to concern, as this is having a detrimental effect on their learning. The

- 1998 inspection report identified the need to improve attendance. Despite the extensive efforts made, the school has been unsuccessful in achieving the improvements needed.
17. Most pupils arrive punctually each morning. Nevertheless, there are problems with late arrival by a minority - typically about one in ten during the inspection period. Lessons and other activities start and finish on time and teachers ensure that lesson periods are used effectively.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is mostly good although the range of teaching in the school varies from unsatisfactory to excellent. Twenty-six per cent of lessons were satisfactory, 26 per cent were good, 32 per cent were very good and six per cent were excellent. Ten per cent of lessons were unsatisfactory. Although this is a better standard of teaching than that found in the previous inspection, the quality of teaching in Years R and 1 is unsatisfactory and is a weakness the school must rectify. The quality of teaching in these year groups adversely affects the overall quality of teaching in the Foundation Stage and that in Years 1 and 2. The quality of teaching in subjects broadly matches that of teaching in year groups.
19. Excellent and very good teaching is characterised by very good relationships between teachers and pupils. These teachers have high expectations of their pupils and plan interesting lessons with clear learning objectives. Pupils work hard, concentrate well and enjoy their learning. This was observed in a Year 5 and 6 personal, social and health education lesson where the teacher had an excellent relationship with her pupils so that sensitive and confidential aspects of the lesson were able to be discussed in an atmosphere of maturity and trust. Pupils in Year 2 were able to develop their understanding of magnetism as the teacher dealt effectively with inappropriate behaviour while encouraging pupils to take turns and listen carefully to instructions. Pupils make good progress in their learning as a result of teachers' good questioning skills. At the request of the teacher, pupils in Year 6 could explain mental calculation strategies to their peers who were then able to learn how to divide 4.87 by 10.
20. Unsatisfactory teaching occurs when the pace of lessons is slow and activities are either too easy or are too difficult for pupils to complete. In these lessons pupils' interest and attention are not captured and they lose interest and begin to behave badly. An example of this occurred in a Year R and 1 religious education lesson where pupils were asked to write about "What being kind means". Without the support of resources, such as word banks, the pupils failed to complete the task and their behaviour became unsatisfactory.
21. The high number of pupils in the Years 3 and 4 class make it difficult for the teacher to attend to all pupils' needs in some lessons. This was evident in an English lesson where the pupils were very well behaved in the story-telling introduction to the lesson but were less well behaved when the teacher could give them insufficient support in the independent writing part of the lesson.
22. Pupils with special educational needs and higher attaining pupils are included effectively in all areas of teaching. The school has set challenging targets for the number of pupils to achieve the higher level 5 in the National Curriculum tests for eleven-year-olds. This is having a positive impact on the achievement of higher attaining pupils. Individual education plans for pupils with special educational needs are well suited to the needs of each pupil and teachers take care to brief their assistants on the requirements for each lesson.
23. The skills of literacy and numeracy are taught well. Teachers place an appropriate emphasis on teaching letter sounds in literacy sessions and pupils are encouraged to develop their own strategies for solving mental arithmetic problems in the numeracy hour.
24. Teachers and their assistants assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. They also use the assessments they make to guide their planning of what they will teach next. This does much to ensure that activities are matched closely to the needs and abilities of all pupils. This especially true of the teaching of literacy and numeracy, when teachers carefully tailor questions to match the abilities of their pupils and use subsequent questions to build on pupils' responses. In literacy and numeracy, teachers use the plenary section of lessons effectively to affirm what pupils have learned and to ensure that pupils are aware of how well they are doing.

25. Teachers usually mark pupils work regularly and thoroughly. They include helpful comments about what pupils need to do to improve their learning. Sometimes older pupils write responses to these comments to show they understand what is required. The best practice for this is evident in Years 2, 5 and 6. It encourages pupils to understand the success of their work and to consider what they have to do to make it even better.
26. Teachers frequently provide pupils with clear targets for what they need to do to improve their work. This process is very well established in literacy and numeracy and is seen at its best in Years 2, 5 and 6. Teachers record the targets and how pupils respond to them in the front of pupils' books and older pupils record and respond to the targets themselves, having first discussed them with their teachers. This practice does much to enhance pupils' knowledge of how well they are doing. Teachers make satisfactory use of homework to extend and develop work undertaken by pupils in school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The quality and range of opportunities for learning provided by the school have improved since the last inspection and are now satisfactory. The procedures for monitoring pupils' attainment and progress are good and the school makes satisfactory use of assessments to guide curricular planning. The provision for improving pupils' cultural and multi-cultural development has improved.
28. Those aspects of the curriculum required by law, including religious education and the provision of a daily act of collective worship, are provided fully. There is a governors' committee for the curriculum. They approve the policies for subjects and for other aspects of provision, such as teaching and learning. Part of their function is to ensure that policies are reviewed and updated at appropriate times. However, a number of policies are in need of review, including that for raising pupils' awareness of the dangers of drug and substance abuse.
29. Provision made for pupils with special educational needs is satisfactory. Individual education plans are in place for these pupils. The content of these is matched appropriately to the needs of the pupils and they are regularly reviewed and updated by teachers to keep pace with the changing needs of pupils.
30. There is equality of opportunity for all pupils in all aspects of provision and all are included effectively in lessons, with teachers taking care to ensure that everyone is suitably involved in what is being taught. Policies to deal with racial incidents and events that might adversely affect any minority group of pupils are effective.
31. The National Strategies for Literacy and Numeracy have had a positive impact on standards in English and mathematics. Overall, the effectiveness of the strategy for literacy is satisfactory and that for numeracy is good. The strategies are proving to be most effective in Years 2, 5 and 6. The use of information and communication technology to enhance pupils' learning in the full range of subjects provided by the school is satisfactory.
32. The provision of extra-curricular activities to enhance the curriculum is satisfactory. Activities include football, tag rugby and the 'Álsorts' club, operated at lunchtime by some of the oldest pupils, offering a range of activities for younger pupils.
33. The provision made for pupils' personal, social and health education is good. There is an effective programme that is taught to all pupils every week. This does much to enhance their self-esteem and the pride they take in their work. The programme includes 'circle time', in which pupils have opportunities to discuss and share the challenges that confront them and any issues that may be causing them concern. When they do this, pupils show great sensitivity and care towards each other.
34. The quality of links with the community and with other schools is satisfactory. However, it is difficult for the school to ensure continuity in pupils' learning and to oversee their smooth transition into the next stage of their education as they leave to attend a large number of

secondary schools. There are strong links with the local college of further education and students frequently visit to gain work experience. The school's police liaison officer visits school to discuss a range of issues, such as 'stranger danger' and bullying. Older pupils are involved each year with the 'Crucial Crew' and learn about safety in the community, the dangers of drug misuse, pollution and recycling.

35. The provision made for pupils' moral and social development is good. That made for their spiritual and cultural development is satisfactory. The school has worked hard and very effectively to improve the provision for pupils' moral and social development. The impact of this is to raise pupils' self-esteem, improve their behaviour and improve their attitudes towards their learning. When pupils are required to work together they do so very well. They are supportive of each other and very caring, showing great sensitivity towards each other and awareness of each other's needs. They are very generous, donating food at harvest time to the local women's refuge and giving to charities, such as the Red Cross and Red Nose Day.
36. Pupils' spiritual development is promoted through art and dance, visiting theatre companies and a drama club led by a parent. They also take time to reflect during assemblies, religious education lessons, in personal and social education, and in School Council meetings. There are few educational visits. However, pupils' knowledge of their own culture is developing well through such events as the circus skills day and the World War II day. Pupils' knowledge is weak with regard to other cultures and their traditions within Britain, but is developing well through the visit of African drummers and the study of Autumn festivals across the world, such as Ramadan, Diwali, Sukkot and Shichi-go-san.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The provision for pupils' welfare, health and safety is good. The personal, social and health education programme includes lessons on health issues and appropriate advice is given to older pupils on sex education and drugs awareness. Effective arrangements are in place to deal with accidents and injuries and all staff have undertaken a course in basic first aid. Child protection issues are handled sensitively and in close co-operation with the specialist agencies. There are good arrangements in place for health and safety that take into account limitations arising from the age and nature of the accommodation.
38. The monitoring of pupils' personal development is good. Individual support to pupils, including those with special educational needs, is readily provided by class teachers and support staff. This is augmented by whole-class discussions on a range of topics aimed at promoting social skills and understanding the needs of others. The headteacher also undertakes a pro-active role in supporting pupils, including helpful liaison with parents. Appropriate records are maintained and older pupils agree and maintain targets for educational, personal and social development.
39. Procedures for monitoring and promoting good attendance are unsatisfactory. Regular reminders about such matters are issued to parents in newsletters and other publications. The school ensures that any unexplained absences are followed up by trying to contact parents early on the first day of absence. Registers are marked regularly each day and most parents are co-operative in providing oral and written explanations for absence. The education welfare officer has normally visited the school at three weekly intervals but this service has been suspended since the middle of the Summer owing to staff shortages. However, the local education office is continuing to provide support to the school for any urgent problems that arise.
40. Despite the extremely high priority that the headteacher gives to attendance issues, there is a weakness in the arrangements for recording, summarising and reporting on statistical data relating to absence and late arrivals. There is a need to provide for such work to be completed regularly during the year. This would relieve the headteacher of a burdensome annual task as well as providing more timely information for senior management and governors. Although much hard work has been undertaken since the last inspection, the current procedures have not been successful in ensuring that all parents are committed to pupils' regular attendance and punctual arrival each day.

41. Good systems are in place for promoting high standards of behaviour. The school's expectations are made clear to parents and pupils. There are helpful school and class rules. More detailed arrangements are defined in the behaviour policy, which includes appropriate anti-bullying procedures. The rewards system, including certificates and mentions at assemblies, is respected and popular with pupils. Sanctions for misbehaviour are clearly defined and are consistently implemented by staff.
42. At the time of the previous inspection of the school arrangements for assessing pupils' attainment and progress were unsatisfactory. Significant improvement has taken place and this aspect of provision is good. Satisfactory use is made of the information gained from the assessment of pupil's attainment and progress to decide what will be taught next and to guide changes in provision.
43. Teachers from different year groups share their knowledge of how well pupils are doing as they pass through the school. Accessible and easily understood records are passed on at the end of each year and these are used to track the progress of pupils as they pass through the school. This practice is applied to pupils from all ability groups, including those with special educational needs. Many of these procedures have been introduced recently. However, they are being used most effectively to support pupils' progress in Year 2 and Year 6.
44. As a result of the assessments they make, teachers set targets, related to National Curriculum levels, for pupils' attainment in English, mathematics and science. These are recorded and pupils' progress towards them is carefully tracked. They also set short-term targets for improvement that pupils record in the front of their books for these subjects. This means pupils are aware of what they need to do to improve and this greatly helps their understanding of how well they are doing.
45. The results of national tests taken by pupils at the end of Years 2 and 6 are analysed by the headteacher and subject co-ordinators for English, mathematics and science to help pupils to improve. They look for any weaknesses in pupils' performance revealed by the tests and take appropriate action to remedy the weaknesses. Similar practices are undertaken for pupils in other year groups when teachers analyse the results of tests taken by pupils in those year groups.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very pleased with the school, especially the significant improvements made since the last inspection. They say that pupils like school and that they make good progress. Parents feel that the teaching and pupils' behaviour are good. They praise the effective leadership and the friendly approach of the headteacher. The school's good relationships with parents are much appreciated. Inspectors broadly agree with these positive views. Many noteworthy improvements have been made since the last inspection, although attendance levels have fallen. While there is much impressive teaching, there are some weaknesses that impair the progress of some of the younger children.
47. Some parents would like more information about the curriculum and pupils' progress. Others have concerns about homework arrangements and would like to see more activities outside lessons. Inspection evidence indicates that high quality information is provided about pupils' progress at consultation meetings and in the annual reports. However, it would be helpful for parents to be advised about the main areas to be studied in the forthcoming term. Homework arrangements make a helpful contribution to learning. The provision of activities outside lessons, including a variety of school clubs, is satisfactory.
48. The school's links with parents are good. Parents are very well advised about pupils' progress. During the year they are readily able to raise any concerns by informal discussions with teachers or the headteacher. Consultation meetings are held in the Autumn and Spring terms. An open evening, at which pupils' work is displayed, is held in the Summer term. The annual written reports are very good. They provide comprehensive information on standards and identify areas for improvement.

49. The school's 'open door' policy underlines the welcoming and friendly approach that is most helpful to pupils and parents. Details about the nursery are explained in a special brochure. Extensive information about the main school are included in the prospectus, copies of which are now sent to all parents each year so that they are fully aware of any changes in school practice. The governors' annual report provides a good account of the school's activities and achievements in the preceding year. However, there is a need for the financial statement to include information on the school's annual income and the amount of the fund balances at the start and end of the financial year.
50. The impact of parents' involvement in the work of the school is satisfactory. A small number of parents and other adults provide voluntary help in lessons such as art and history and by hearing children read. Other parents assist with educational visits. Most parents are supportive of the work that pupils undertake at home and good use is made of the home/school diaries. Advance notice about the main areas to be studied each term could extend the opportunity for parental help with learning. Several parents help arrange discos for the children and activities to support charities. Fund raising events such as the Christmas bazaar and the Summer fayre are well supported. The proceeds are used to provide additional equipment and to improve facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of the leadership and management is good. The headteacher and her deputy have worked hard to improve pupils' attitudes to work and this, together with a commitment to raising standards in numeracy and literacy, provides the school with a clear educational direction. Parents appreciate the efforts of the headteacher and her senior management team to improve pupils' attitude to work and to raise standards in the school.
52. Since the last inspection, the monitoring of teaching and learning has improved. The headteacher and senior management team regularly monitor lessons and know where the weaknesses are in relation to both subject teaching and the quality of teaching in year groups. The school and local education authority provide good support for staff experiencing difficulty in teaching. Despite help with planning and class management, the quality of teaching within some age groups has not improved. Most co-ordinators now have time to monitor and evaluate the quality of the teaching and curriculum in their subjects but more opportunities are needed to review current practice in design and technology, geography, information and communication technology, religious education and music.
53. The headteacher is consultative and has an open style of management. This is valued by all staff, governors and parents. All staff are very supportive of each other and form a strong, caring team. The school has a good set of aims based on positive attitudes to work and towards everyone in the school community. These are reflected in the codes of conduct on the walls in each classroom. The deputy headteacher provides an excellent role model for teaching and learning. Her influence is reflected in many areas of the school. The headteacher and deputy headteacher have made very good use of lesson observations, pupils' assessments and the results of national tests to promote high standards. This is particularly noticeable in Year 6, where many pupils achieve high levels in the national tests in mathematics and science as a result of effective assessment resulting in the provision of more challenging work for these pupils. The senior management team know where weaknesses in standards in other subjects exist and have the taken steps to address these.
54. The governing body is very supportive of the headteacher. They know their school well and are keen to see it improve. The chair of governors has a very clear vision for the future of the school and is involved with all governors in the target setting process to help raise standards. Governors with responsibility for literacy, numeracy and special educational needs know their subjects well and are supportive of the subject co-ordinators. The governor with responsibility for special educational needs has oversight of the school's provision and ensures that policies are in place and that the needs of pupils are met as fully as possible. Governors are keen to apply the principles of best practice when making spending decisions. Effective use is made of a tendering agency to ensure the school receives good services at a fair price. The governing body meets all statutory requirements.

55. Financial planning is unsatisfactory. Although the school has implemented a development plan which carefully identifies initiatives, action, time-scales, responsibility, monitoring, resources, success criteria and outcomes, the accumulation of a large under-spend in the budget has resulted in some initiatives being addressed far later than is necessary. Very good progress has been made on re-modelling parts of the building such as the school entrance and administration office. With better financial management these projects and other expensive developments in the school plan could have been brought forward. Office procedures and the day-to-day administration of the school are satisfactory. An action plan has been drawn up to rectify minor issues identified in a recent local authority audit of the school's finances.
56. The school's accommodation is adequate. Despite the age of the building and the poor state of the school hall, the school makes sound use of the accommodation. The good quality of pupils' work on display around the school helps create an attractive working environment for the whole school community. The hall provides adequate accommodation for access to a small library, daily assemblies and physical education lessons. Resources for art lessons are good. Some computers are out of date and unable to provide pupils with the ever-changing opportunities to incorporate information and communication technology in their work. The school has identified this problem in the development plan and has made preparation for the acquisition of new hardware and software. All other subjects have sufficient apparatus and equipment to fulfil the needs of the curriculum.
57. Good use is made of specific grants to help raise standards. Effective use is made of funding for pupils with special educational needs. These pupils get good support in their learning from teaching assistants both in class lessons and in small groups in other teaching areas. Standards have been maintained in information and communication technology by the use of government grants to enable pupils to access the World Wide Web and for the training of teachers under the New Opportunities Funding scheme. Effective use has been made of government grants for small schools. This money has been well spent on the founding of a "Story Sack Library", an initiative which enables nursery and other pre-school children to have access to children's books with associated toys and games to help them develop a love of books before they begin school.
58. The school has sufficient qualified teaching and support staff, although the high number of pupils in the Years 3 and 4 class make the teaching of some aspects of the curriculum more difficult. This is particularly evident in the independent sessions in literacy and numeracy lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the strengths of the school and ensure that the school improves even further, the headteacher, staff and governing body should:
- (1) Improve teaching in Years R and 1 by:
- Matching work more accurately to the needs of the pupils;
 - Improving the management of pupils' behaviour;
 - Ensuring that lessons have a clear structure and sufficient pace to maintain pupils' interest.
(Paragraphs 3, 18, 20, 46, 60, 61, 62, 63, 64, 65, 66, 67, 74, 93, 127, 136)
- (2) Improve pupils' attendance and punctuality by:
- Substantially reducing the level of unauthorised absence;
 - Raising the commitment of those parents responsible for non-attendance and poor punctuality;
 - Introducing more effective monitoring systems, especially arrangements for the recording, summarising and reporting of statistical data.
(Paragraphs 16, 17, 39, 40, 46)

(3) Make better use of the surplus accumulated in the school's budget.
(Paragraph 55)

In addition to the key issues above, the following less important recommendations should be considered as the basis for an action plan:

- Provide teaching support for the large number of pupils in the Years 3 and 4 class.
(Paragraphs 21, 58)
- Press the local education authority to secure suitable hall facilities to enhance curricular provision.
(Paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	8	8	5	0	0
Per centage	6	32	26	26	10	0	0

The table gives the number and per centage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these per centages as each lesson represents more than three, per centage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	119
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	3.8
National comparative data	0.5

Both tables give the per centage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	13	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	10	10	9
	Total	15	16	15
Per centage of pupils at NC level 2 or above	School	79 (82)	84 (85)	79 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	11	9	10
	Total	16	15	16
Per centage of pupils at NC level 2 or above	School	84 (84)	79 (88)	84 (88)
	National	85 (84)	89 (88)	89 (88)

Per centages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	5	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	8
	Girls	4	4	4
	Total	10	9	12
Per centage of pupils at NC level 4 or above	School	71 (67)	64 (71)	86 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	4	4	4
	Total	10	11	12
Per centage of pupils at NC level 4 or above	School	71 (71)	79 (71)	86 (79)
	National	72 (70)	74 (72)	82 (79)

Per centages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	342805
Total expenditure	302531
Expenditure per pupil	2383
Balance brought forward from previous year	0
Balance carried forward to next year	40274

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	13

Per centage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	46	31	23	0	0
The teaching is good.	46	54	0	0	0
I am kept well informed about how my child is getting on.	46	31	23	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	62	23	15	0	0
The school is well led and managed.	77	15	0	0	8
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	23	39	23	15	0

Other issues raised by parents

One parent asked if more information of the main areas to be studied in the forthcoming term could be given to parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children's attainment on entry is below that expected nationally, that is it covers the full spectrum of ability but is weighted towards the lower end. The provision in the nursery is very good; children are well settled and follow the daily routines. Provision for the three reception children is unsatisfactory. As a result of this, children make slower progress in their areas of learning than they did at the time of the last inspection.
61. A qualified nursery nurse leads the nursery this term. Teaching in the nursery is consistently very good, but unsatisfactory for the children of reception age in the small Year 1 class. They are working on a Year 1 curriculum and the older pupils in the class are not good role models. The strengths of the very good teaching seen in the nursery are the very good planning which provides exciting learning opportunities for all children, the way the adults work together, and the high quality interaction between the adults and the children. Every opportunity is seized to extend these young children's learning through well-structured play. The management of the children is very good and challenging behaviour is dealt with extremely skilfully. Children with special educational needs are handled very well and one child receives individual adult support to help him integrate into the group. The weakness in the teaching for the children of reception age is that, although they are in a very small class with a non-teaching assistant, continuity between the nursery and Year 1 is not good. Work is not matched well to the needs of Year R children and the inappropriate activities are provided for them result in their failing to reach the early learning goals.

Personal, social and emotional development

62. In the nursery, personal, social and emotional development is promoted very well through all areas of learning. The children have established very good relationships with their teachers and other adults who work alongside them and with their peers. These young children have frequent opportunities to share, take turns and to co-operate. For example, when making cheese straws for snack-time, working with the student learning to use scissors, or when in the outside play area. Children listened with rapt attention as the teacher shared the story of the hungry caterpillar, using a variety of objects connected to the story. The nursery nurse and her assistants have high expectations of behaviour and provide very good role models by treating each other and the children with courtesy and respect. As a result of the consistently good teaching, these young children are making good progress towards the early learning goals but this progress is not maintained by the children of reception age.

Communication, language and literacy

63. Children are given stimulating opportunities to listen and talk in many areas of learning apart from specific teaching in this area. For example, during the cooking session there was constant conversation, children naming the utensils and ingredients and talking through the activity. The quality of interaction between the teaching assistant and the children enabled these young children to increase their vocabulary and talk about their learning. Role-play is used effectively to encourage children to communicate. Children are given opportunities to share books with adults and with each other and they do this successfully. They are given opportunities to write in play situations; for example, one little boy asked for help to write a label 'The shop is closed'. Another child was very proud of the letter she had written, with support, to her nanny. Children are given motivating opportunities to begin to associate letter sounds with objects; for example, objects from the feely bag are produced one at a time and the children match them to cards on the 'B' table. An attractive display of photographs accompanied by the children's names links the alphabet to letter sounds, as with Adam, Billy, Calum. The adults take every opportunity to engage these young children in meaningful conversation and as a result they are able to talk about what they are doing. The very good quality of teaching in the nursery helps pupils make good progress towards the early learning goals but this is not maintained in Year R where the teaching of reception children is unsatisfactory.

Mathematical development

64. The quality of teaching in Year R is unsatisfactory and the children fail to achieve the early learning goals. This is a marked contrast to the very good teaching in the nursery, where the children progress well in their mathematical development. Attractive displays in the nursery provide children with interesting counting opportunities as well as reinforcing what the numbers look like. The children enjoy singing and acting number songs. When playing with brick they learn the concepts of biggest, bigger, big, small, smaller, and smallest. Some mathematical activities are well linked to learning in literacy; for example, children match the spots on both sides of the body of large brightly coloured ladybirds. The children use computer programs to reinforce their learning of numbers up to ten. The detailed planning ensures that children in the nursery experience a wide range of mathematical activities that help them to make good progress towards achieving the early learning goal in mathematics. These activities include filling various size containers in the water tray while using the words *full* and *empty*, when counting shells, stones and fish and playing in the greengrocer's shop. Reception children know the properties of squares, rectangles and circles, but when asked to make a repeating pattern with these shapes one child made a person from the shape and the other two just drew round the shapes. The size of the shapes and the size of the paper did not make it easy to achieve the task.

Knowledge and understanding of the world

65. A wide variety of activities is provided to extend the children's knowledge of the world in the nursery. The quality of teaching in the nursery is very good. Children helped to plant tubs with winter pansies and the high level of conversation had a significant impact on learning. The children were fascinated to watch the large African snails move slowly towards their food of cucumber, lettuce and apple. Through this activity personal and social development was well promoted – the children were reminded to handle the creatures very gently. Adults share non-fiction books about slugs, snails and caterpillars with the children. An outing to the post-box was an exciting activity; children described what they saw on the way and helped the teacher to produce a simple floor map on their return to school. A range of celebrations takes place this term; for example, harvest, Divali, bonfire night and Christmas is promoting cultural awareness. These rich learning experiences are not always found in Years R and 1. In this class the quality of teaching is unsatisfactory and the children fail to reach the expected standard in their knowledge and understanding of the world.

Physical development

66. The safe outside play area is a very good resource that is used effectively to provide good opportunities for physical development. There is a good range of wheeled toys, some for two or three children, and this helps children to share. They learn to use the space well and all to go in the same direction to avoid accidents. There is a good range of balls and bats of various sizes and children are beginning to play in pairs, to throw and catch and bounce. The teacher successfully uses a tambourine to teach children to listen and respond appropriately to the signal. In the classroom there are opportunities to play with large bricks, construction sets and malleable materials, ensuring that children develop their motor skills. As a result of the consistently good teaching in the nursery, these young children are making good progress towards the early learning goals. This progress is not maintained by the children of reception age, where the quality of teaching is unsatisfactory.

Creative development

67. The quality of teaching is very good in the nursery and satisfactory in Year R. This results in well-planned opportunities for the children to have rich experiences in creative development. Children achieve the early learning goals in creative development by the end of the Foundation Stage. They explore shape, colour and texture in painting. They mix blue and red to make brown, to paint Autumn leaves. Children add sand, glitter and lentil to paint and talk about the results. They make patterns in a mixture of corn flour and water and realise that these patterns soon disappear. Children are given good musical experiences. They hum a familiar nursery rhyme, encouraging careful listening, and sing a range of songs sometimes

accompanied by percussion instruments. Role-play in the shop and the hospital gives good opportunities for children to use their imagination.

ENGLISH

68. Standards in English during the inspection were close to the national average by the end of Year 2 and Year 6. After some improvement since the last inspection, standards as reflected in the national tests in 2001 appeared to fall. Care needs to be taken when interpreting these results as they relate to a small number of pupils, 25 per cent of whom had special educational needs relating to language and literacy skills. This had a negative impact on the English test results.
69. By the end of Year 2, most pupils are developing satisfactory skills in speaking and listening. They listen carefully to the teacher and answer questions enthusiastically. They speak clearly so that other members of the class can hear what they are saying and, thus, they are able to learn from each other. By the end of Year 6, they listen to their teacher very attentively, volunteer ideas and opinions and take part in discussions, thoughtfully showing respect for one another. Pupils in Years 5 and 6 are given frequent opportunities to share their learning and justify statements they make and the oldest pupils demonstrate good skills in this area.
70. Standards in reading are in line with the national average throughout the school, but well above when compared with similar schools. Pupils have varied opportunities to develop reading skills; the younger pupils read regularly to an adult, read as a small group as well as on their own. During literacy hour all these opportunities occur. There is a strong emphasis on teaching phonics and many pupils in Year 2 are able to use this knowledge to read words they have not met before. Careful records are kept of the books pupils read and the skills that are being developed. Pupils read regularly at home and reading diaries are filled in conscientiously by parents and teachers. This makes a positive contribution to the standards achieved. The older pupils read to themselves and keep a record of the books they read. They also write a short comment about each book – whether it was interesting, boring, to be recommended. The teacher monitors these records to ensure that pupils read from a variety of genres. Pupils read books from a variety of cultures, thus making a contribution to their cultural awareness.
71. Standards in writing are in line with the national average by the end of Year 2 and of Year 6, owing to the very good teaching in Year 2 and the excellent teaching in Years 5 and 6. In Year 2 the teachers modelled the writing of individual words on the white board very well. This helped give pupils the confidence to write independently. A very good guided writing session was observed in Years 5 and 6 when the task was to write a part of the story from *The Secret Garden* in the style of the author. Planning shows that the literacy hour is being well implemented and pupils have opportunities to experience a wide range of tasks including stories, poems, letters and instructions. Pupils, including those with special educational needs, are given opportunities to use the computer to present their work.
72. Handwriting is being taught very well in Year 2 and pupils are learning to join their letters. As a result of the good practice, many pupils are beginning to use joined script confidently by the end of the year. Handwriting across the curriculum is not as good as in handwriting books, but this is often because pupils have to complete tasks in a set time.
73. The strong emphasis on teaching phonics and high frequency words in Years 1 and 2 means that pupils in Year 2 have sound spelling strategies. Older pupils learn spelling rules and lists of words which are tested weekly. By Year 6 pupils' spelling is at the expected standard and work is not spoilt by careless, silly mistakes.
74. Teaching in literacy varies from unsatisfactory for the youngest pupils to excellent for the oldest pupils, but it is overall good. There is good use of target setting in most classes which leads to focused teaching and learning. There is a good marking policy and examples of high quality marking were seen in Year 2 and Years 5 and 6. The excellent and very good teaching is characterised by very good relationships between teacher and pupils, teachers with high expectation who plan interesting lessons with clear learning objectives. In these lessons pupils work hard, concentrate well and enjoy their learning. In the unsatisfactory teaching, the pace

of the lesson was slow, pupils' interest and attention was not captured and the lesson lacked a clear structure. Expectations were too low, there was insufficient variety of activities and these young pupils sat on the carpet for fifty minutes. As a result, the pupils lost interest and concentration and learning was unsatisfactory. The teaching assistants who support pupils in the classrooms and in small withdrawal groups are very effective and have a significant impact on the standards achieved. Pupils work in a variety of groups; sometimes these are directed by the teacher, sometimes they are self-chosen. Teachers know their pupils well and ensure that all pupils are fully included.

75. The literacy co-ordinator is new to the post this term and is building well on the work of her predecessor. The literacy hour has been well implemented and monitored. With a new teacher in Years 3 and 4 this term opportunities need to be created for her to observe the very good practice in the school. Assessment procedures are good in literacy and these are used effectively to plan the next steps in learning. The recently introduced tracking procedures produce targets for each child so that teachers can focus their teaching on the needs of the pupils. The school has identified the weak teaching in the class for the youngest pupils and the literacy co-ordinator and the headteacher have been supporting her in her planning and organisation.
76. Pupils are given frequent opportunities to use their literacy skills across the curriculum. For example, in history, geography and religious education. The individual non-fiction books on display show that pupils can write for a range of purposes and audiences. Sound use is made of information and communication technology in literacy lessons.

MATHEMATICS

77. Standards of work seen during the inspection are close to those found nationally at the end of Year 2 and are higher than those found at the end of Year 6. Almost half of the pupils in the oldest age group are likely to attain standards that are above average when they do the national tests towards the end of the current academic year. Throughout the school, pupils, including those with special educational needs, achieve well for their abilities, with the oldest pupils achieving very well. This is because of the good attitudes pupils show towards their learning in the subject and the very good quality of teaching and learning. Standards have improved since the last inspection, when both seven-year-olds and eleven-year-olds achieved standards in line with the national averages.
78. All groups of pupils, including those with special educational needs and higher attaining pupils, are included effectively in all aspects of provision for the subject. Where necessary they are supported well by teachers' assistants. During the oral and mental parts of lessons teachers are careful to ensure the inclusion of all pupils and target their questions precisely to match their abilities. This gives pupils confidence and helps to ensure that they are well motivated.
79. Pupils in Year 1 count confidently up to and back down from 20. They quickly recognise and fit in the numbers that are missing from number sequences up to 20. When they do this the teacher matches the complexity of the challenge suitably to the abilities of the pupils. Their knowledge of shape and space is developing appropriately and they draw circles, squares, triangles and rectangles to create repeating patterns. However, when they do this, time is wasted in drawing and colouring and the progress of higher attaining pupils is restricted because they are not given the freedom to select the shapes they use or to decide on variations for their patterns. The shapes they use to draw round are also too big for the paper they are given and the pattern cannot be repeated for a sufficient number of times.
80. Pupils in Year 2 participate in oral and mental activities with great enthusiasm, enjoying the daily calculations based around the amount of dinner money being paid on that day. They respond quickly and correctly to the challenge of doubling and halving such numbers as 200 or 150. Their knowledge of addition and subtraction is established well for their age. However, some lower attaining pupils still reverse single digits when they write down numbers in their books. They are able to say how many edges and corners such shapes as triangles, hexagons, and pentagons have. When they do this their teacher introduces the term 'vertices'

and pupils quickly incorporate this into the descriptions they give. This work builds effectively on the knowledge of shape and space that pupils gain during Year 1.

81. Pupils in Years 3 and 4 explore facts about the number 90 in the mental and oral work. They quickly offer such suggestions as 40 added to 50 and 100 take away 10, as ways of making 90. Another pupil suggests ten multiplied by nine. However, lower attaining pupils are not sufficiently secure in their knowledge of number. At the start of the lesson, when discussing symmetry, pupils found it very hard to explain what symmetry is. They made good progress based on the activities devised by their teacher. By the end of the lesson they were clear about what comprises a symmetrical shape, drawing lines of symmetry on shapes and identifying lines by folding and using mirrors.
82. Pupils in Year 5 and Year 6 benefit from excellent teaching. They have secure understanding of multiplication, division and place value. For example they divide 4.87 by 10 correctly in their heads and round up similar numbers to the nearest whole one. Most pupils in this age group use a wide range of mental arithmetic strategies quickly and confidently. Pupils are also sufficiently confident to demonstrate these strategies to their teacher and classmates. Their teacher questions them about the strategies they use and frequently asks pupils to explain the thinking processes they have followed to arrive at their answers. This helps pupils' understanding greatly, although it is not used as effectively or as frequently in other parts of the school. Pupils in this age group show excellent attitudes to their learning. For example, they are in the habit of devising their own extension activities and providing challenges for each other when they finish the work they have been set. Teachers further extend their understanding by providing a good range of mathematical activities for homework, which pupils undertake with great enthusiasm.
83. Teachers frequently use the start of lessons to share with pupils what they will be learning. This helps pupils to know what is expected of them. Teachers usually mark pupils' work regularly and thoroughly. They include helpful comments about what pupils need to do to improve. Sometimes older pupils write responses to these comments to show they understand what is required. The best practice for this is evident in Years 2, 5 and 6. It encourages pupils to understand the success of their work and to consider what they have to do to make it even better. They assess pupils' work thoroughly and use the assessments they make to guide their planning of what they will teach next. This does much to ensure that activities are matched closely to the needs and abilities of all pupils. Teachers have very good relationships with their pupils and this greatly helps pupils to become confident learners. During the oral and mental section of lessons teachers carefully tailor questions to match the abilities of their pupils and use subsequent questions to build on pupils' responses. Teachers also use the plenary section of lessons effectively to affirm what pupils have learned and to ensure that pupils are aware of how well they are doing.
84. Teachers frequently provide pupils with clear targets for what they need to do to improve their work. This process is very well established in Years 2, 5 and 6. Teachers record the targets and how pupils respond to them in the front of pupils' books and older pupils record and respond to the targets themselves, having first discussed them with their teachers. This practice does much to enhance pupils' knowledge of how well they are doing.
85. The use of information and communication technology to enhance pupils' learning in the subject is satisfactory. The best practice is evident in Year 2 where pupils enter data onto spreadsheets and speak knowledgeably about what the data tells them.
86. The subject has benefited greatly from the effective leadership of the co-ordinator. She has provided considerable help for her colleagues throughout the introduction and further development of the national strategy for the subject and this has a significant impact on the improving standards attained by pupils.

SCIENCE

87. Standards in science are above the national averages at the end of Year 2 and of Year 6. These standards represent a significant improvement since the school was last inspected, when standards of seven-year-olds were in line with the national average and those of eleven-year-olds were below the national average. The investigative skills of all pupils were judged to be not sufficiently developed during the last inspection. Pupils throughout the school have acquired good skills of investigation as a result of the good planning of the science curriculum.

88. Standards have risen over the past two years as a result of the school's initiatives. The use of the subject co-ordinator as leading science teacher to teach model lessons for colleagues, effective analysis of national test results and support with planning and the monitoring of pupils' progress have all had a positive impact on standards.
89. Good use is made of resources in Year 1 to show how some objects are attracted to magnets and some are not. The use of a clothes peg made of both wood and metal helped some pupils to learn that the wooden part of the peg would not be attracted to the magnet whereas the metal part would. The testing of zip fasteners and spoons that did not contain iron or steel helped pupils to understand that not all metals are attracted to magnets. Pupils in Year 2 are able to draw conclusions when working with objects and magnets. For instance, most pupils concluded that plastic objects would not be attracted to magnets and some more able pupils formed the conclusion that the thin strip inside the paper tie was made of metal, as it was attracted to the magnet.
90. Pupils in Years 5 and 6 are able to measure water volumes accurately in millilitres and conclude that one sponge would absorb twice as much water as another because it was twice the volume. The majority of pupils in Years 5 and 6 have a good understanding of the properties of materials. They know if sand, coke, bricks, paper and sponges can keep their shape, take the shape of a container, flow, can be cut or can be squashed. Pupils make good use of tables and diagrams to present their work and some lower attaining pupils and those who have special educational needs are assisted by the teachers' writing frames, which set out the order for the recording of their findings.
91. The school makes use of investigative science in all years and was clearly evident in each lesson seen. Pupils know how to organise a fair test and repeat the experiment to determine levels of accuracy. More able pupils in Years 5 and 6 were able to construct an "earthquake sensor", take several readings to determine if the test was fair and represent their findings in diagrammatic form.
92. Pupils' attitudes and behaviour in science lessons are good. Pupils in Year 1 were very keen and excited when testing objects such as heating pipes, scissors, the aluminium frame of the teacher's white board and paper clips for magnetism. Pupils co-operated very well during investigative work in Years 2, 5 and 6 that involved their sharing both equipment and ideas. This results directly from the very caring relationships that exist between teachers and pupils in these classes.
93. The quality of teaching in Years 3 to 6 is good. It is satisfactory overall for Years 1 and 2. Unsatisfactory aspects of teaching in Year 1 result from resources not being prepared before the lesson and the management of the class not encouraging good behaviour from pupils when sitting in a circle and sharing resources. The management of inappropriate behaviour in Year 2 is good. The teacher encouraged pupils to wait for their turn with the magnets and listen to her instructions first. This speeded up the lesson and helped all pupils develop their understanding of magnetism.
94. Satisfactory use is made of information and communication technology in science lessons, although much of the hardware and software is out of date. Pupils in Years 5 and 6 make use of simple tables and graphs in their science work and younger pupils use programs to identify and select parts of plants, such as the stem roots and leaves.
95. Supported by the headteacher, the co-ordinator has had a significant monitoring role and has worked very effectively with colleagues to improve the investigative and experimental aspects of the science curriculum. She is very enthusiastic about her subject and organised national events such as the "Jump Day" during the National Science Year and a school science fair with the help of parents. The school has made good use of the Qualifications and Curriculum Authority's scheme of work. This has been used well in the school's planning cycle and has helped teachers plan good lessons which build on pupils' levels of understanding.

ART AND DESIGN

96. Standards in art and design are above the national expectation at the end of Year 2 and of Year 6. Judgements are based on the two lessons observed during the inspection and the wide range of art and design work seen in displays and in the scrutiny of pupils' work. Improvements have been made since the school was last inspected and standards were judged to be in line with national expectations for all pupils.
97. The teaching of initial letter sounds in Year 1 has enabled pupils to draw and paint effective objects such as keys, houses, rabbits and igloos to illustrate the letters k, h, r and i. When completing a frieze to illustrate the story of "The Owl and the Pussycat" the pupils demonstrated a good understanding of line when drawing the owl, cat, pig and turkey from the story. Year 2 pupils make very good use of textiles. They used their cutting and sewing skills well to produce an extremely effective wall-hanging depicting a scene from outer space.
98. Pupils in Years 3 and 4 use polystyrene well to design and make block prints based on examples of traditional block printing from India. They are also aware of the importance of repeated patterns and demonstrated this admirably in their wallpaper designs. Good links are made between geography and art in Years 3 and 4 as the pupils develop their understanding of rocks by completing effective observational drawings of slate, marble and granite. Pupils in Years 5 and 6 make excellent use of line and tone in their sketch books as they draw objects using hard and soft graphite pencils and charcoal. The good demonstration of how to make coil pots by the teacher enabled pupils to construct successful clay pots in a variety of shapes.
99. Pupils' attitudes to the subject are good. Pupils in Years 5 and 6 concentrated very well when creating pottery models of a high standard. They watched and listened extremely carefully to their teacher in order to avoid the overuse of water which could potentially damage their work. Pupils in Years 3 and 4 are also very keen to work with clay and maintained good levels of interest when making Roman clay vases.
100. The quality of teaching in the two lessons seen was good and pupils make good gains in their learning during art and design lessons. Effective use is made of information and communication technology in all classes. Pupils produce good quality paintings on the computers by accessing a variety of art programs. The subject is well led and valued by all members of staff. This is evident in the quality of pupils' work in collections and on display around the school. Pupils' work in art and design helps create a positive working environment.

DESIGN AND TECHNOLOGY

101. No lessons were seen during the inspection and judgements are based on the analysis of samples of pupils' work and on photographs taken of work pupils have done in the past.
102. Throughout the school standards are close to those expected for pupils' ages. Improvement since the time of the previous inspection is satisfactory. Standards at that time were close to those expected for seven-year-olds, but lower than those expected for eleven-year-olds. Pupils' achievements are satisfactory for their abilities and all pupils, including those with special educational needs, participate fully in all aspects of provision made for the subject.
103. Pupils in Year 1 link their work closely to that undertaken in science, looking at materials such as metal, plastic and cardboard and commenting on their properties. This work is extended in Year 2 when pupils comment in greater detail about the materials they use for their projects and how their work might be modified and improved further. These pupils develop pictures with moving parts, such as a rocket taking off and moving across their picture, a pig flying over the moon, and faces with mouths that open and close. Many of these products reveal soundly developed cutting and pasting skills. Typical of this are the glove puppets they make.
104. Pupils in Years 3 and 4 have done block printing based on traditional Indian designs. They undertake this work with care and precision. They have also designed boxes, glued together after being drawn on a net. This work is based on a study of commercial packaging, such as cereal packets.

105. The oldest pupils have made bread as part of food technology. They understand the baking process and the ingredients needed. They also make mini-theatres with moving parts, using cardboard and other fabrics, based around the story of the Little Mermaid. Their designs of desert islands are ingenious and include traps to capture pirates. Many of these products are thoughtfully produced and neatly finished. When pupils talk about the things they have made they show considerable understanding of the processes they have followed; such as when they discuss the methods they use to make footwear based on the design of sandals.
106. Very little use is made of information and communication technology to enhance the quality of pupils' learning. It is mainly restricted to links with art, based on the use of paint programs. The co-ordinator has not as yet had time to monitor and evaluate the teaching and learning of design and technology.

GEOGRAPHY

107. Only one lesson in Years 3 and 4 was observed during the inspection. However, pupils' past work shows that by the end of Year 6 standards are broadly in line with those expected nationally. This is as a result of the very good teaching in Years 5 and 6. Work on display and in pupils' books show that pupils make rapid progress in their learning from when they begin Year 5. There has been some improvement since the last inspection, when geography in Years 5 and 6 was judged to be unsatisfactory.
108. Pupils in Years 1 and 2 study their immediate surroundings and identify features of the local environment. They know their addresses and can find them on a large map of the area. They consider the various methods of transport used in the area, such as bus, train and car, by which people travel to London.
109. Pupils in Years 3 and 4 learn how life in Chembakolli, an Indian village, compares with their own. However, their knowledge of places is well below the standard expected. In the lesson seen it was clear that they had no idea where the places were that they had visited or heard about. One pupil suggested Benidorm was in India or France. There is a lot of work to be done to bring pupils' knowledge and understanding up to the required level. Older pupils learn about rivers and coasts, including how erosion occurs. They can name some towns on the Essex coast, such as Clacton and Southend, and some which are inland, such as Chelmsford and Colchester, but there is no evidence to judge whether they have acquired knowledge of towns, countries and continents.
110. The teaching in the one lesson seen was satisfactory, but evidence suggests that pupils are not building on their knowledge and skills sufficiently as they move through the school. Pupils show interest even though their actual knowledge is so weak. They are keen to name places they have visited and to recount where relatives live. Sound use is made of information and communication technology in geography lessons and older pupils can access the Internet to gain information on desert regions. Pupils with special educational needs are well supported by non-teaching assistants.
111. Geography has been highlighted in the school development plan as an area for improvement. It has been recognised that in-service training is needed and the headteacher intends to involve the local education authority advisers to give demonstration lessons and help the school to ensure that the curriculum for geography meets the needs of all pupils. Resources will be reviewed at this time to ensure that they are sufficient to support the learning of geography.

HISTORY

112. No lessons were seen in Years 1 and 2 and history has not been taught in these years yet this term. Past work suggests that pupils are given opportunities to sequence events in their own lives and to look at changes that have taken place within living memory for example, to toys, houses and transport - indicating that standards are generally in line with those expected

nationally. Past work indicates that the older pupils have studied Ancient Egyptians, Ancient Greeks and Victorians and by the end of Year 6 pupils are achieving the expected standard.

113. This judgement is the same as at the last inspection, when no lessons were seen in Years 1 and 2 and standards in Year 6 were in line with national expectations.
114. Pupils in Years 3 and 4 are learning about the Romans this term but as yet do not have a coherent picture of life at that time. Their knowledge is fragmented – restricted to knowing that Romans wore togas and what they know from looking features of Roman pottery. Pupils in Years 5 and 6 are learning about the Vikings and are developing a secure knowledge of the period. They know the significant facts about King Alfred and the impact he had on the life of the people. The Viking Day was a highly motivating experience. Pupils use their literacy skills well in history, seen for example, when they wrote a portrait of King Arthur. History makes an appropriate contribution to pupils' spiritual, moral, social and cultural development. Time lines are much in evidence to give pupils some idea of chronology.
115. There was not evidence for a secure judgement to be possible about teaching in Years 1 and 2. Teaching in Years 5 and 6 is very good but less secure in Years 3 and 4, where the teacher has returned to teaching after a career break and is concentrating on the core subjects this term. In the class for the oldest pupils the teacher has sound subject knowledge, high expectations and plans lessons carefully with good opportunities for pupils to participate and be active learners. The good relationships which exist in this class encourage pupils to ask questions, offer opinions and work collaboratively, which has a positive impact on the learning of all pupils. Pupils with special educational needs are well supported by non-teaching assistants.
116. The school has adopted the Qualifications and Curriculum Authority's scheme of work and developed a two-year rolling programme for pupils in Years 3 to 6 to ensure that they acquire knowledge and develop skills as they move through the school. All pupils have equal access to the curriculum. This is good improvement since the last inspection, when concern was expressed that not all pupils in Years 3 to 6 were following the same programmes of study and that pupils were not building on their prior learning. Information and communication technology is used well in history; older pupils use CD ROMs and the Internet to research information and use computers to word-process some of their work. There are adequate resources to support the learning of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Pupils make sound progress in their acquisition of information and communication technology skills and achieve standards which are broadly in line with national expectations at the end of Year 2 and of Year 6. Standards have been maintained since the school was last inspected in 1998. The standards achieved have more significance in the light of the increased challenge placed on pupils as a result of the development of more sophisticated hardware and software and the use of research on the World Wide Web.
118. Pupils in Year 1 can use the mouse skilfully to draw underwater seascapes. They select colours to draw fish with features such as eyes, mouths and fins and use the spray aspect of art programs to create a "watery environment". When creating self-portraits on the computer, these pupils can mix text with graphics by labelling their own work. In Year 2, pupils can confidently use the mouse to move shapes around the screen. They are able to select shapes containing a right angle and print off their completed sequence. They can enter data onto spreadsheets and can explain carefully what the data tell them.
119. With the help of teaching assistants, pupils make effective use of the Internet in Years 3 and 4. Pupils are able to research web sites to identify different rocks and their characteristics. As a result of this research, they learn facts for example, that pumice stone can be a very useful tool in the bathroom. Pupils have access to a variety of word-processing programs in Years 5 and 6. Most of them have developed satisfactory skills in this area and can compose sound criticisms of fellow pupils' stories, although some find difficulty with basic functions such as underlining text. Pupils in Years 5 and 6 make effective use of information and communication technology in numeracy lessons by designing colourful patterns that

demonstrate the rotation of shapes through 45 and 90 degrees. They make good use of the Internet and CD ROMs for research work in history lessons.

120. Pupils have positive attitudes to the subject. They settle very well to their work and readily help each other when experiencing difficulty. Pupils thoroughly enjoy the tasks set for them and they try hard to complete their work to a good standard. They are willing to take turns when sharing a computer and handle the equipment with care.
121. No formal lessons were observed during the inspection but teachers and teaching assistants were always on hand to help and encourage their pupils. This was particularly helpful to pupils using the small group of computers in the corridor. The immediate assistance they received enabled them to continue their writing and develop their word-processing skills. Observations of pupils at work, teachers' planning, discussions with pupils and the scrutiny of their work show the quality of teaching to be satisfactory overall.
122. The school has made preparation for the acquisition of new hardware and software. Although the computers are not networked and some are out of date, the use of government grants to access the World Wide Web and the training of teachers under the New Opportunities Funding scheme have helped maintain standards. The subject is led by a very knowledgeable co-ordinator. The co-ordinator has some non-class contact time to assist colleagues but this has mainly been in a "trouble shooter" role. There is little time for the co-ordinator to monitor and evaluate the quality of teaching and learning in information and communication technology throughout the school.

MUSIC

123. By the end of Year 2 and of Year 6., pupils' standards in music are in line with national expectations. There were no opportunities during the inspection to observe music lessons in Years 3 to 6 but lessons involving younger pupils and the musical contribution of all pupils to the daily act of collective worship confirm these findings. Standards in music have been maintained since the previous inspection in 1998.
124. Pupils in Year 1 respond well to their teacher's instructions to play loud and soft sounds using untuned percussion instruments. They watched very carefully in order to make effective use of crescendo and diminuendo in their singing of "This Little Light Of Mine". In the Year 2 class most pupils were able to play simple repeated crotchet and quaver figures on both tuned and untuned instruments. Pupils' rhythmic skills were developed in this lesson as all pupils were gradually invited to join in the playing. Good progress was made, as pupils could quickly identify and correct errors when they joined in the whole-class ensemble.
125. The singing in acts of worship is satisfactory. The taped accompaniments to pupils' songs and hymns make it difficult for some of them to hear the melody line. Despite this, many pupils pitch notes accurately and sing with a good, clear tone. This only suffers when pupils' singing is too loud and the tone quality becomes harsh.
126. Pupils' attitudes to their work in music are good. They are very keen to take part in performing both instrumentally and vocally and take great care of their instruments. They are willing to share instruments and help each other when experiencing difficulty in performance.
127. The quality of teaching is satisfactory, overall. Teachers plan their lessons well and make good use of a limited number of resources. In the better lessons, teachers make effective use of conducting and practical demonstrations to help pupils improve their performances. This is not the case in some lessons where inappropriate behaviour, such as calling out and waving, is not always corrected and the quality of pupils' performances suffers.

PHYSICAL EDUCATION

128. It was possible to see only two lessons during the inspection.
129. By the end of Year 2, standards are higher than expected and close to those expected by the end of Year 6. These standards are attained because the quality of teaching and learning is good. Consequently, pupils, including those with special educational needs, achieve well for

their abilities. At the time of the previous inspection standards were in line with expectations and the quality of teaching was good. In view of the current standards and quality of provision improvement since that time has been good.

130. Pupils in Year 2 participate in country dance lessons with great enthusiasm, clearly enjoying the experience. Their teacher selects music that is well suited to pupils' abilities and allows them to maintain the rhythm by clapping and skipping in time. The pupils understand terminology such as 'casting off' and 'swinging your partner', and perform these actions with appropriate control and awareness of others dancing nearby.
131. The oldest pupils and those in Year 5 develop sequences during gymnastics lessons that smoothly combine jumps, rolls and balances, showing good control. Their teacher provides them with very good opportunities to evaluate their own work and that of their classmates. Many pupils are eager to demonstrate their work. When they do so their classmates celebrate the quality of what they see and sensitively make helpful suggestions for improvements. The quality of their work also benefits greatly from comments made by their teacher that help pupils to focus on the essential features of each action of their sequences. Their work is frequently extended to include sequential work with a partner. These sequences are carefully synchronised and performed with good control.
132. Pupils from all groups, including those with special educational needs, are included effectively in all aspects of provision, including extra-curricular activities. There is a variety of extra-curricular activities for different year groups. These change throughout the school year and currently include association football, attended by girls and boys, and tag rugby.
133. Information and communication technology is not used sufficiently as a means of enhancing the quality of pupils' learning. The subject co-ordinator has not yet had any opportunity to make an impact on standards and time has yet to be made available for her to consider the quality of provision and help her colleagues to improve their teaching.

RELIGIOUS EDUCATION

134. Standards by the end of Year 2 and of Year 6 are in line with those expected in the locally Agreed Syllabus. This is a significant improvement since the last inspection, when religious education did not meet statutory requirements. This improvement has taken place despite the weak leadership by the co-ordinator who has not reviewed the policy or the scheme of work. Teachers have benefited from in-service training and new resources have been purchased, which has benefited religious education teaching throughout the school. Pupils have opportunities to learn about other faiths as well as Christianity. This represents good improvement.
135. The youngest pupils know about the major festivals of the Christian calendar and can re-tell some of the parables Jesus told. During the inspection they were learning about the Hindu festival of Wesak, reflecting on occasions when they had been kind and on occasions when they could have been more helpful. The oldest pupils understand that a parable contains a moral message and it was the way Jesus used to teach his friends important truths. They listened to the parable of The Prodigal Son and considered thoughtfully the behaviour of the father and the two sons and the concept of forgiveness. The oldest pupils wrote well about forgiveness. Pupils are often given opportunities to word-process their work. Teaching in religious education covers several major faiths as well as Christianity and thus makes a positive contribution to pupils' spiritual and cultural development.
136. Teaching in religious education ranges from being unsatisfactory for the youngest pupils to being very good for the oldest pupils. In the good and very good lessons the pupils' attention is captured and sustained, and good relationships between teacher and pupils enable pupils to contribute their ideas and opinions. The lessons are planned to include a variety of activities which take pupils' previous learning into account. As a result, pupils work with enthusiasm and concentration. A good lesson was seen in Year 2, where the teacher skilfully built on pupils' understanding of Buddha to introduce them to the festival which celebrates his life. In the unsatisfactory lesson pupils did not show interest, did not listen or concentrate and the task

they were given to do was too difficult for them without well-structured support, which was not provided.